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ABSTRACT

The literature on peer tutoring is reviewed, and guidelines are offered for developing a peer tutoring program for handicapped students. Research on peer tutoring is examined in terms of rationale, special education benefits, affective change, and academic gains. Aspects of program development considered include administrative arrangements, organization of programs, selection of tutors, matching tutor and tutee, training of tutors, actual tutoring sessions, and evaluation of peer tutoring programs. Peer tutoring is seen to be a valuable technique to help meet special educational needs. Appended are a list of activities appropriate for peer tutors, sample forms to be used in the peer tutoring program, and forms for program evaluation. (DB)

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PEER TUTORING AS AN INSTRUCTIONAL PROCEDURE FOR EXCEPTIONAL STUDENTS

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It has become increasingly apparent in recent years that traditional educational practices are inadequate to meet the needs of the widely different students in our schools. With the implementation of Public Law 94-142 and its concept of "least restrictive environment," an influx of exceptional students with special needs will be educated in the regular classrooms. The use of peer tutoring as an instructional strategy is posited to become a viable and useful technique to meet these individual needs.

At present, peer tutoring has been employed in most levels and subjects of our public schools and colleges with good results. However, it has not become an integral part of the curriculum in either regular or special education. Research findings are supportive of the method of instruction for increased student learning. Although there is very little empirical investigation reported in the literature concerning special education, the few studies that have been reported reveal positive results from peer tutoring.

There are a plenitude of models in which students teach other students. Variables include same-age or cross-age tutors, subject

matter, size of group, involvement of tutor and tutee in planning, amount of supervision, age, sex, locus of control, cognitive style, and administration.

Rationale for Peer Tutoring

Self-concept, attitude change, and sociological factors affected by the tutorial model have been investigated and reported in the recent literature. Klaus (1975) discusses four generalizations to be made about peer tutoring. He states that tutees seem to gain most when the academic content, sequence and procedure for each lesson are clearly defined. In addition, tutors seem to gain most academically when they are directly involved in organizing the instructional content. Social growth seems to be enhanced by a focus on strength rather than weakness, according to Klaus, who concludes that programs should be based on needs of the specific school. He predicted three directions toward which peer tutoring seemed to be moving: teacher and administrators rather than researchers designing programs; a variety of programs according to need in the same class; and a positive effect on all education as a result of research into successful variables in the tutorial model.

Edwards (1972) discusses the values of students teaching other students. He concludes that students learn the material better and retain it longer; that students are more enthusiastic about subject matter when they teach it and retain the enthusiasm longer; and that students are not only important in disseminating information to other students but are also important sources of feedback on good and bad characteristics of the program.

Ehly and Larsen (1976) state that "the student is an educational tool with great potential." They recommend the positive effects of peer tutoring in boosting self-esteem, improving behavior for the "problem child", and developing planning skills.

Investigation of attitudes, self-concept, achievement and motivation of unmotivated children was conducted by Mohan (1972). Tutors and tutees were included in a pilot study and a main study. Analysis of the data revealed that both tutors and tutees evidenced significant growth on measures of academic achievement, motivation as assessed by the teachers and students, and for the tutors, in attitude toward school. Showing no improvement were favorable self-concept of either tutor or tutee or a positive attitude change in the attitudes of the tutees.

When peer tutoring is effectively implemented, everyone profits. The teacher, the tutor, and the tutee can all benefit from the peer tutoring arrangement (Elliott, 1977). From the teacher's standpoint, peer tutoring is a flexible instructional strategy which frees the instructor to work with students needing extra help. Peer tutoring provides tutors with the opportunity to accept responsibility, to serve as a leader and to review material already covered. The tutee can benefit from the individual attention which the peer tutoring arrangement affords. Further, the tutee receives the support and direction of a fellow learner. Lippit, Fiseman, and Lippit (1969) emphasize the potential influence of the tutor as a model for a tutee.

In addition to the above advantages of a peer tutoring program for each of the individuals stated above, there are some more general advantages which are not limited to a particular individual. Lippit (1975) identifies

one of these more general advantages as motivation. She states that participating in a peer tutoring program may motivate some students to learn. The motivation may be from the support and encouragement of a peer as a teacher or it may be from serving as a teacher. Regardless of the reason, the motivation to learn is important. Lippit, et. al (1969) identify two other general advantages of peer tutoring programs as improved attendance and improved self-images.

Allen (1970) supports the value of the model in tape cassettes designed for teachers. He feels that all kinds of students should teach since teaching is a good learning technique. Citing the need for flexibility concerning size of group, amount of supervision, and student responsibility in designing instructional materials and courses, Allen states that critical thinking rather than reliance on correctness of information should be emphasized. He also feels that such disadvantages as possible exploitation can be overcome.

Special Education Benefits:

Guralnick (1976) reports on the development of language and social skills of handicapped preschool children through involvement with nonhandicapped peers. If peers are to be effective change agents, systematic interactions rather than mere exposure is necessary, according to Guralnick. He reported that significant variables seemed to be chronological age of the peer group, level of observation skills, types of behavior, structure of the modeling context, grouping and characteristics of the models.

Retarded adolescents tutoring retarded children was reported by Wagner (1975). The effects of a dressing and eating skill program

were measured in which seventeen moderately retarded institutionalized adolescents were trained to tutor fourteen profoundly retarded institutionalized seven to eighteen-year-old children. Tutors received sixty hours of training in dressing and eating techniques. The Balthazar Scales of Adaptive Behaviors were used to analyze change for both tutors and tutees. Tutees made more positive changes in dressing and eating behavior than did a control group. Tutors decreased in maladaptive behavior but did not significantly improve in personal and social adjustment.

Positive results in using student volunteers with handicapped children is reported by Dovey (1975). Derwin (1975) reports that former remedial reading students who read to kindergarten, first and second graders received positive evaluations by both lower grade teachers and student readers.

Collins and Calevro (1974) report a peer tutoring system used to improve math skills of 9 eighth grade students who were behind from three to six years. Daily tutoring in half-hour sessions using the Sullivan Associates Programmed Math Series resulted in achievement rates ranging from 4.8 months per month of tutoring to 14.6 months per month of tutoring.

Wagner (1974) reviewed three studies in which retarded children taught other retarded children. She concluded that the best criterion for choosing tutors among both retarded and nonretarded children is whether the tutor can establish a close, warm relationship with the tutee.

Peer tutoring with low IQ black ghetto children was reported by Hamblin and Buckholdt (1967). They investigated several systems, including token awards and peer tutoring. They found that all groups showed remarkable reading improvement and increase in IQ score by the end of the year.

Evidently, positive results indicate the need for more use of the tutorial model for special education students as both tutors and tutees.

Affective Change:

Perhaps the most interesting aspects of peer tutoring for both special and regular education students lies in the area of the affective domain. An ever-increasing body of evidence in the literature indicates that the values of peer tutoring in other than academic areas should be considered.

Improvement in self-esteem for both tutors and tutees is reported by Vassallo (1973) and Damico and Watson (1974). Vassallo reported that high school tutors and tutees gain in self-esteem. Damico and Watson studied eight to ten-year-olds and the conditions under which they offer and receive help from peers. In addition, they investigated possible correlations between type and frequency of helping behavior and sociometric status, attitude toward school, and achievement. Students were found to vary in their ability to tutor peers, but peer tutoring does seem to have some positive effects in relation to school attitude, peer acceptance, and self-esteem.

Unmotivated students and the use of peer tutoring have also been studied with positive effects of peer tutoring reported. Mohan (1971) studied unmotivated children in grades seven and eight who tutored similar children in grades two and three. Improvements in attitude and behavior were shown for both groups with the exception of one emotionally disturbed child. Clarfield and McMillan (1973) reported that secondary level students, selected by school personnel on the basis of signs of being academically "tuned-out", served as help agents with primary grade students who manifested early school-maladaptive behaviors. Teachers judged primary students' behavior to be improved. A team approach to helping failing students is reported by Lobitz (1970). He found that low achievers gained with the special attention and high achievers had a creative outlet for their intellectual energies. Peers chosen for their popularity and involvement in the educational process were found to be effective enhancers of attendance for chronic absentees by Noonan and Thibeault (1974).

General attitude improvement as "fallout" benefit from peer tutoring situations has been reported throughout the literature. Feldman and others (1975) report two studies that explored the effects of peer teaching on the attitudes and behavior of tutors and tutees. In one study, fourth graders tutored third graders in reading once a day for two weeks. Another group befriended a third grader over the same period of time, but only supervised play activities. They did not participate in a special situation. Tutees'

reading improved, but neither group indicated attitude change, possibly because of the short time involved in the study. The same experimental conditions were repeated with fifth graders tutoring first graders in math symmetry concepts. The tutees gained both in math and self-concept of intellectual abilities. Others did not change in self-concept.

Reinforcement and peer tutoring were investigated by Buckholdt and others (1974). They studied individual and shared-group reinforcement for peer tutoring. Children can work together effectively in peer tutoring situations, they concluded, and helping behaviors as well as academic performance are increased with appropriate reinforcement. Reinforcement procedures and socioeconomic class were investigated by Feshback and Devor (1969). They found that Caucasian middle-class children gave more positive reinforcement in tutoring peers, but differences between them and lower class members were not statistically significant.

Problem-solving situations using trained student leaders are reported by Wilcox (1974), who investigated teacher, untrained student and trained student leadership in problem-solving with low income fifth and sixth graders. Higher rate and different type of participation occurred with trained student leaders. Importance of training was also reported by Conrad (1975). Second graders in a Follow-Through program were studied in relation to training and its effect on tutoring. Reinforcement and feedback procedures were stressed in two half-hour sessions. Tutees tutored by trained

students performed better than those who had untrained tutors.

Frase and Schwartz (1974) studied students who asked each other questions about a biographical passage. They found that recall was significantly higher for student-asked information about the passage as opposed to auto-instruction.

Cognitive style and its effect on tutees was studied by Cohen and Przbycien (1973). They found that in fourth and sixth grade children, impulsive children showed a change toward reflective behavior after viewing a reflective model.

Although one-room schools, the original educational model for peer tutoring, are becoming rare, peer tutoring in such schools was reported by Devin-Sheehan and Allen (1975). In 110 schools with ten pupils or more, 34 of the schools used peer tutoring on a regular basis. There was considerable overlap between students who were tutors and those who were tutees. Both tutors and tutees reported a preference for more than one tutor or tutee and for working with students of both sexes. Tutees and tutors were least satisfied in situations requiring working with only students of the opposite sex. Generally students of good achievement were selected as tutors, and in the upper grades more tutors were female. In 25% of the cases, students with low self-concept were selected by teachers as tutors.

Although there is need for much greater effort in researching attitudinal factors in relationship to peer tutoring, it is evident that attitude change is a noncommittant variable when students teach other students. Effects of training also are indicated to have more positive results in peer tutoring. No changes in attitude are reported by Duff, Swick (1974) and Seifer (1971).

Academic Gains:

General academic improvement rather than attitude is the most often cited reason for using peer tutors. Research has indicated that this model does positively affect learning in reading, mathematics, science and even learning English as a second language.

Reading:

Reading gains are most often cited in the literature regarding academic achievement. Nine studies will be reviewed as examples of reading improvement through the use of peer tutoring.

Baird (1977) found that standardized reading test scores were increased through peer tutoring. Before the model was used, only 4% of the elementary students had average or above average scores. Over a period of six years of peer tutoring, 81% scored on the fourth stanine or above. Fourth and fifth grade remedial reading students in an inner-city school tutoring program were studied by Boraks and Allen (1977). They were given a highly structured teaching program. The students gained in reading ability and reported positive feelings toward the program.

Peer tutoring in reading was found as effective as teacher instruction by Oakland and Williams (1975). They studied third and fourth graders who were performing at least six months below grade level in reading and concluded that peer tutoring can be effective. Peer tutoring used to supplement a teacher directed instructional program is especially effective.

Hamblin and Hamblin (1972) report that peer tutoring instead of adult tutoring improved student reading rate achievement. They also found that giving tokens for reading achievement rather than for attendance also positively affected reading rate improvement.

Klann and others (1972) report a cross-age peer tutoring program in which high school students worked with fourth and fifth grade pupils. The fourth and fifth graders advanced two to three years in reading achievement in a nine month period.

Duff and Swick (1974) reveal that peer tutoring results in gains for both students involved.

Dixon (1975) reports the use of student teachers in the language experience approach to reading. Use of peer tutoring is concluded to be effective in organizing for review and reinforcement activities. Peer tutoring is also effective in increasing cognitive function through reflection of cultural values in a bilingual/bicultural classroom.

Brottman (1975) describes a program in which sixth grade children tutored third grade children in a three year project. Attendance rose in the school during the three years and reading gains were posted, especially during the third year. Attitudes were shown to be positive toward each other and the program for both students and teachers.

Breedlove (1975) studied a cross-age tutoring program for second graders who were tutored by fifth and sixth graders. Sight vocabulary skills of the tutees increased "dramatically",

while less dramatic improvements were found for academic achievement, peer relations and reading grades of both tutors and tutees. Positive appraisal of the program was evidenced by teachers, principals, and parents.

Page (1975) explored the question of increased vocabulary as a result of peer tutoring at the primary level. Both primary and upper grade tutors were equally effective and tutoring was superior to non-tutoring.

Spelling:

Ehly and Larsen (1976) investigated the effects of several tutor and tutee characteristics on learning outcomes in spelling. They found that only the tutee's preturorial spelling score was a significant predictor of the amount of learning.

Mathematics:

Mathematics instruction through the use of peers has been studied less extensively than reading instruction. However, three studies will be reported.

Horan and others (1974) used older peer tutors for eighth-grade students failing in math as opposed to a control group who did not receive tutoring: The experimental group improved significantly over the control group. Helwig and Griffin (1974) reported that gains in arithmetic achievement were significantly better at the .05 level in computational skills for fifth graders tutored by ninth graders. Amster and others (1975) investigated the effects of peer teaching on mathematics achievement, nonverbal reasoning and attitudes of students who were

taught by the method. Seventh graders were taught two days a week by ninth graders, a mathematics specialist and an exchange teacher in addition to the regular teacher. Students taught by peer teachers or their regular teachers achieved more than those taught by the specialist or exchange teacher. Attitudinal changes were nonexistent.

It is therefore indicated that peer teaching, especially cross-age peer teaching, is valuable in teaching mathematics. In one study comparing teacher and peer tutoring, no significant differences were indicated.

Other Academic Subject Gains:

Other academic subjects have been occasionally reported in the literature with positive results for peer tutoring. Use of peer tutors for science instruction is reported by DeTure and Koran (1975). Selected tutors filmed an explanation of a science activity for fourth graders. Those who saw the film exhibited significantly more positive behaviors and fewer negative ones than those who did not see the film. Baird (1977) found that fifth graders were effective in tutoring first graders using the inquiry science lab.

English as a second language taught by tutors is discussed by Anderson and Berger (1975). They report that peer tutoring enabled the second language learners to learn in a non threatening atmosphere, to obtain individualized instruction and to receive immediate feedback to their learning needs. They added that

"the evidence suggests that the method of peer tutoring for second language learners warrants a more systematic and detailed study."

Use of peer tutors in more than one academic area is reported in two studies. It is concluded that the method is a valuable learning aid. Porter and Hamilton (1975) indicate that teachers are convinced of the efficiency of the program using junior and senior high tutors. Tutors are satisfied with their roles and students show an increase in reading and math skills. Bremmer (1972) also discusses using seventh and eighth grade students as tutors in reading, math and language arts. Data reveal that half the tutees showed greater academic gain with tutors than without, 60% of the tutors improved their attendance records, but attitude change was not significant.

Summary:

In summary, the research indicates the positive effects to be gained when students teach students. It is a viable approach for various academic subjects, for special education and regular education students, and possible behavioral improvements such as attendance in school. It is particularly appropriate for small groups which are mandated for special education and is therefore a necessary component in the repertoire of teaching approaches to be utilized by the special education teacher.

Administrative Arrangements

Although the efficacy of peer tutoring has been supported in empirical investigation, peer tutoring programs require administrative support and planning in order to maximize the benefits of students teaching each other.

The principal, as instructional leader in each school, has a primary responsibility to organize the peer tutoring programs in such a way that optimum use of the model is possible. This leadership would involve arranging space, time, materials, procedures and evaluation criteria in the most useful manner for the program.

The principal can enhance the space needs for the program by stressing flexible use of space possibly not previously used for instructional purposes. For instance, sectioned-off areas in the school library could be designated for this activity so that the verbal interactions will not disturb readers. Unused classrooms can be adapted for concurrent peer tutoring sessions with relatively simple adaptations such as dividers, extra tables, etc. Storage areas, if adequately lighted, can be utilized for peer tutoring activities which need a more secluded setting than a busy hallway. The auditorium and cafeteria are also possible areas for peer tutoring if lighting and equipment requirements can be met.

Administrators who support peer tutoring can also institute time adjustments needed for the peer tutoring program. If cross-age peer tutors are used, a time can be set aside for peer tutoring so that neither tutors nor tutees will miss important activities in the general curriculum. For instance, a period can be set aside for peer tutoring activities instead of library work, etc. Teachers who are planning peer

tutoring programs could possibly be given released time during in-service periods to set up the programs.

Materials necessary for successful peer tutoring programs can be provided through administrative support. Tape recorders and tapes can often be purchased from school funds for use in peer tutoring programs. Published reports on other programs can be disseminated by administrators, and consultants can be employed to develop program effectiveness. Materials appropriate for peer tutoring activities, especially those with immediate feedback, can be purchased. Communication between programs and sharing of materials can be facilitated by administrators.

Leadership in the area of developing viable procedures for the operation of the program is an administrative responsibility. Outlines of necessary guidelines for the school district can be provided, as well as suggestions for integrating the program into the entire curriculum of the school. Administrators can be invaluable in providing the training sessions for the peer tutors and in coordinating the various programs if cross-age tutors are used. Modeling of good peer tutoring techniques by principals is often very effective for students who have little other contact with this person.

Methods for evaluation of peer tutoring can be suggested and facilitated by the administrator. Evaluation criteria employed for other programs are appropriated for peer tutoring sessions, and administrative input would make these criteria more applicable to each school's unique situation. The results of evaluation processes then can be utilized to improve the programs for future years when administrative support is evident.

Organization of Programs

In most situations, peer tutoring has been a spontaneous happening in which a student seeks the assistance of a peer. In addition to such student directed peer tutoring, classroom teachers are encouraged to develop a more teacher-directed form of peer tutoring in their classrooms. The primary difference between teacher-directed and student-directed peer tutoring is the systematic planning and implementation which the teacher provides in teacher-directed tutoring situations. Although peer tutoring is often a chance happening, systematic planning and implementation of peer tutoring is an effective instructional strategy. However, advance planning is the key to an effective peer tutoring program. Advance planning assists in maximizing success and limiting problems.

Advance Planning:

Prior to the implementation of a peer tutoring program, the teacher should systematically plan and develop the program. During the advance planning phase, the teacher should consider (a) the role of the peer tutoring program in the overall classroom instructional program, (b) the selection of tutors and tutees, (c) the matching of tutors with tutees, (d) the training of tutors, and (e) the implementation of the peer tutoring program. A more precise discussion of each of these five considerations follows. Advance planning around these considerations may make the difference between a successful peer tutoring program and an unsuccessful program.

As the teacher begins to plan a peer tutoring program, he/she must delineate the role of the model in the overall instructional

program already operating in the classroom. Peer tutoring should not be viewed as a replacement for teacher directed instruction. Instead, this program should be viewed as one more instructional strategy to be added to the broad array of methods which are already operational in a given classroom. Therefore, the teacher must decide in what area or areas of the instructional program peer tutoring will be most valuable. In the initial stages of a tutoring program it is wise to select one area, such as reading or math, in which to develop the program. Later after the program is functioning effectively in this area, it can be expanded to include other areas.

Further considerations must be given to the relationship between peer tutoring and teacher directed instruction and independent work. Peer tutoring should not be viewed as a replacement for either teacher directed instruction or independent work. Rather, peer tutoring should be thought of as a strategy to enhance and complement teacher directed instruction and independent work. For this reason, the teacher should consider the types of activities which will be utilized in the peer tutoring program.

The type of activities to be included in the peer tutoring sessions is the final consideration in this phase of planning. Peer tutoring can be employed for practice, instruction, and/or review in various academic areas as well as motor activities, craft activities, and language development activities. Workbook assignments, reading practice, academic games and a small group discussion are appropriate activities for peer tutoring arrangements. A more

complete listing of activities which lend themselves to peer tutoring arrangements is found in Appendix A.

Selection of Tutors:

The second major consideration in the formulation of a peer tutoring program is the selection of tutors. This selection process is of paramount importance in implementing this model. In the initial stages, it is wise to select only those students who exhibit helping behaviors in less formal situations. For instance, tutors can be selected from a group of "stars" on a sociogram as those the students would most likely ask for help. Another possible pool of tutors is the class officers. Using tutors already perceived as helpful and well-liked by the students will help to insure the acceptance of the program (Larsen and Ehly, 1976). To be avoided are officious, tactless students who may do good work but are not well-liked by other students.

The teacher should select students who have mastered the skills, techniques and/or concepts to be covered in the peer tutoring program. This does not mean that all tutors must be gifted; instead tutors must understand the material to be covered in the tutoring program. If the content to be covered is physical education, a potential tutor should be a student who is skilled in that area. A tutor in physical education can be successful in that role regardless of his ability or inability in such areas as reading and math. A tutor who has mastered the concept being covered in a tutoring session will require less supervision and be less likely

to give misinformation. Further, a tutor who has mastered the concept will be more capable of presenting the information in a simple, easy to follow manner and of relating the information to other meaningful ideas.

As well as serving as a presentor of information, a tutor will serve as a model for the tutee. Therefore, a student who is selected to serve as a tutor must be one who will provide an appropriate behavioral model for the tutee. It is necessary that the tutor assume a leadership role in the tutoring session. A part of this leadership role will be modeling the ability to work in unsupervised settings and to follow directions. In addition, a tutor should be a student who will model such behaviors as staying on task and completing assigned tasks.

It is important to note that a good tutor is not necessarily a "flawless" person. In fact, a student who lacks interest in school may be a good potential tutor. After the program is running smoothly, students who are shy, have poor self-concepts and/or are underachievers may make good tutors. A student with a problem is not necessarily doomed to failure as a tutor. The important factor in screening students with problems is whether or not the problem will interfere with the tutoring. Beyond this, it is important to note that a student who has or has had difficulty may be a more supportive and empathetic tutor than a student who has learned readily.

After the program is established, other students can be incorporated as tutors. As the teacher reviews students in an

effort to select potential tutors, it is important to remember that students who are eliminated as potential tutors initially are not necessarily doomed to be excluded as tutors always. The rigidity of the criteria for tutor selection will be reduced slightly as the tutoring program becomes more established. The criteria will not need to be as strenuous because the student's desire to participate will motivate him/her to work on the problem area so that he will be allowed to become a tutor. Also, the teacher will develop the skills necessary to work with more difficult students as the program progresses.

Selection of Tutee:

The other important person in a peer tutoring relationship is the tutee, or the student being tutored. The best tutee is a student who is willing to be helped. An interest in being tutored is a far more important factor to consider in selecting a potential tutee than the level at which the student is functioning or the type of assistance the student needs. Often students who need extra practice and students who need to make up work missed during absences are potentially good tutees. Further, students who are easily distracted or not self-directing are also potentially good tutees. Another group of tutees are those students who require learning task adaptations. In this group would be students who need readers, students who need activity partners, and students who need extra instruction. A student who needs a reader may be a blind student. However, many students need readers because the

assigned material is above their reading level or they need practice in developing listening skills. Students who need activity partners are students who have been assigned an activity which requires two, such as academic games, flash cards, and oral readings.

Matching Tutor and Tutee:

When the potential tutors and tutees are selected, it is then necessary to match each tutor to a tutee. The first consideration in matching tutors to tutees is whether or not the tutor and tutee can work well together. Wagner (1974) concluded that the best criteria for selecting tutors is whether the tutor can establish a close, warm relationship with the tutee. A successful peer tutoring program is in part based on the tutor-tutee relationships. However, these relationships must be more than social compatibilities.

Since the primary objective is not social, pairing two students who are only socially compatible may negate the purpose of the session. In order to avoid having peer tutoring sessions turn into social occasions, an array of other characteristics should be considered in the matching process.

One important factor is the need to match tutors and tutees who can be empathetic and supportive of each other's needs. This may mean matching a shy tutor with a tutee who will accept and work well with the tutor. For the most part, it is wise to avoid placing students of the opposite sex in one-to-one tutoring situations. Such arrangements often lead to socializing and/or unnecessary distraction or resentment.

Training of Tutors:

After matching of tutors and tutees is completed, the next step is to train the tutors for the role each is about to assume. While this training will not necessarily be elaborate or complex, Wilcox (1974) investigated untrained and trained student leadership in problem-solving with low income fifth and sixth-graders. Wilcox reports a higher rate and different type of participation occurred with trained student leaders. The importance of tutor training was also reported by Conrad (1975). Conrad notes that tutees tutored by trained tutors performed better than those tutored by untrained tutors. Dryer (1973) discusses the potential hazards of omitting the tutor training phase of a peer tutoring program. The preparation process should include an explanation of the role of the tutor, the procedures to follow in tutoring and implementation of the peer tutoring sessions. By following these three steps, the tutor is given the skills necessary to function as a tutor and the opportunity to demonstrate his ability to work as an effective tutor.

Tutor training should begin with a delineation of the role of the tutor. Most tutors will already have a general idea of what a peer tutor does. Since the potential tutor's conception of what a peer tutor does may conflict with the teacher's view of a tutor's role, it is wise to discuss this in advance. Frequently tutors feel that the primary objective of a tutoring session is task completion rather than learning or review or problem solving. In such instances, the tutor may complete the assigned work for the tutee

rather than work through the assignment with the tutee. The tutor's role as facilitator of learning needs to be specified, and the need for the tutee to do his own work should be explained.

The tutor's role in the management of various other situations which may arise should also be discussed. Without prior training, some tutors may become bossy and overly aggressive in their efforts to teach the tutee. Consideration should be given to the development of more suitable tutor-tutee interaction patterns. Finally, the tutor's role in discipline should be discussed during the training. In all probability, it is wise to eliminate all disciplinary activities from the tutor's role. If the tutor is not to serve as a disciplinarian, then he/she should know who to call and what to do should a behavior problem arise.

In addition to delineating the role of the tutor, it is necessary to explain the procedures to be followed in conducting peer tutoring sessions. Klaus (1975) underscores the importance of delineating the exact procedures to be followed in a session. He states that academic gains for the tutee most frequently occur in situations where peer tutoring sessions are highly structured. He defines a highly structured tutoring program as one in which the content, sequence, and procedure for each lesson are clearly outlined.

Procedures for Conducting Sessions:

The procedures for conducting peer tutoring sessions can be divided into the three phases of a tutoring session. First, the

tutor must prepare for a tutoring session. Second, he/she must learn to conduct a tutoring session. Finally, the tutor must know what to do after the session.

Preparation for a tutoring session will include getting the assignment for the session and making sure the tutor understands the material. Some teachers may wish to employ some sort of simple form in making tutoring session assignments (Appendix B). If this is the case, the tutor should know where his assignment sheet is kept. Furthermore, tutors should know where all the supplies and/or equipment needed in tutoring sessions are kept and how to utilize them. For most tutors, the equipment will include little more than pencils, worksheets, numberlines, math counters, etc. However, if tape recorders, film projectors, and other such equipment will be employed in tutoring sessions, the proper technique for operation and maintenance should be discussed. The properly trained tutor should be able to get his assignment and prepare for a tutoring session unassisted. Preparation for a tutoring session should include the assembling of all materials to be used in the session. This will require that the tutor know where various materials are located. Tutors should also be made aware of what, if any, materials and/or areas are off limits. Many problems can be avoided by letting tutors know in advance that the teacher's desk is for the teacher only, for example, if this is true.

A tutor should also be acquainted with the procedures for conducting a tutoring session. This may include the use of such

things as reinforcement of correct responses, types of activities to be included in a session, and appropriate places to conduct tutoring sessions. The exact information included in this part of the tutor training process will vary greatly depending on the specific situation. The information included in this section will be of two types. Some of the information will be of a general nature and be of benefit to all tutors. Additionally, some tutors will need specific information regarding the optimal work conditions of the tutee to whom he/she has been matched. Such specific information might include: work areas where the tutee is most comfortable, work areas to avoid, special strategies for implementation, etc. Some information regarding each of two general topics mentioned above may save time in the long run.

Tutors should also be given information concerning the need to reinforce appropriate responses by tutees. The value of enthusiasm, motivation and concern for learning should be stressed during the training period. Simulation exercises with other tutor trainees can be helpful in modeling positive performance. The tutor should also know what to do once the tutoring session is complete. This should include replacing all materials and equipment in the appropriate places and providing the teacher with information regarding progress made during the session. There are many methods of reporting the progress and activities of a tutoring session. These will include a brief narrative written by the tutor, a checklist and/or a file of the written work which was attempted or completed

during the session. It is probably best to vary the evaluation technique employed. Probably an infrequent conference supplemented by a file of the written work which was attempted or completed during each session is sufficient. Whatever the progress-reporting technique selected, the tutor should know what to include and when and where to put the report. If the report consists only of the written assignment, the tutor should know where to put it. If the report is a written narrative, the tutor should know when to write the report, the types of information to include, and where to put the report. If the report is to be an individual conference, the tutor should know when the conference will be held. Advance scheduling of such conferences can avoid unnecessary interruptions during instructional periods.

Actual Tutoring Sessions:

Implementation of the peer tutoring strategies in an actual tutoring session or sessions is the final phase of the tutor training program. During this phase, the tutor works with the tutee in tutoring sessions. The primary difference between these sessions and later sessions is the amount and closeness of teacher supervision. During this initial implementation phase, the teacher should plan to be available to handle any problems which may arise and to observe general tutor-tutee interactions. Certainly, the tutor will never be completely without direction or supervision during peer tutoring. However, once the tutor has demonstrated the ability to conduct tutoring sessions, the teacher can reduce

the amount of session supervision. During the time when the tutor is demonstrating his/her ability to conduct tutoring sessions, the teacher should be close by and not deeply involved in other teaching activities. After the initial tutoring session, the tutor should be given feedback regarding his performance. This feedback session may range from more training to general information regarding what went on in the tutoring session. After the tutor has demonstrated his/her ability, the teacher is free to work with a different group of students during the tutoring session.

Evaluation of Peer Tutoring Programs

Evaluation of peer tutoring programs is necessary to demonstrate their efficacy in terms of the goals stated. Data collection is vital for support of the technique and for improvement in the future. Elaborate research programs need not be set up, but it is incumbent upon those involved to have objective data concerning the operation of the program.

Some questions that should be answered in evaluating a program are:

1. How did the peer tutoring session meet the objectives?
2. Were the materials adequate for the tutee's need? Could other materials be more effective? If so, which ones?
3. Was the time involved adequate?
4. Was the student reporting of the session appropriate? If not, what changes should be made?

A simple method of gathering information concerning academic progress is simple criterion-referenced pre- and post-tests. These may be fairly

short and simple, but they should be in some permanent form that can be kept in the student's folder. Tape-recorded responses could be employed for those who cannot respond by writing or checking answers.

Another way of providing hard data on student progress is through a chart, checklist, or graph of student accomplishments after each session. These are often very reinforcing to students as they see their accomplishments increase.

Such affective developments as increased self-esteem and motivation are more difficult to measure. Some instruments can be given in pre- and post-test forms, and certain objective measures can be employed. Some of these might be teacher observations of increased on-task behavior, increased school attendance, fewer inappropriate behavior incidents, etc.

In addition, tutors and tutees can be included in the evaluation of their programs through direct questioning concerning their perceptions of its strengths and weaknesses. Parents can be included in a simple opinion questionnaire concerning the value of the program. For special education students, parents must now be involved in planning, and their perceptions of the program can provide valuable information to professionals.

Conclusion

The efficacy of peer tutoring as an instructional strategy for exceptional students is supported in the literature and by students and educators who have participated in these programs. The special

needs and learning styles of exceptional students necessitates the use of a wide variety of innovative and creative methods to enhance learning. Peer tutoring is a valuable addition to the repertoire of techniques which can be utilized in an effort to meet these special needs.

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APPENDIX A

Activities Appropriate for Peer Tutors

TUTORING SESSION ACTIVITY

1. Academic game with answer key and directions.
2. Flash cards with answers on the back.
3. Worksheets with directions and answer key.
4. Workbook pages with directions and answer key.
5. Short evaluation exercise with answer key. Ex. Spelling Test
6. Graded test/worksheets to be corrected.
7. Rehearsing for a play.
8. Tutor reading.
9. Practicing psychomotor activities.
10. Listening to oral reading.
11. Writing for a student who is unable to write.
12. Enrichment activities.
13. Manipulative tasks.
14. Supervise arts and crafts projects.
15. Lead group discussions with list of topics to be considered.
16. Practice diction, pronunciation, etc. in foreign language.
17. Participate in modified physical education activities with a student who is unable to do activities assigned to other students.

APPENDIX B

Forms to be used in a
Peer Tutoring Program

I. Considerations in Planning

II. Assignment Sheet

III. Record Sheet

IV. Characteristics of a Good Tutor

V. Guidelines for Tutor Recommendation

VI. Guidelines for Tutors

VII. Training Session Suggestions

VIII. Steps in Setting up Programs

IX. Points to Remember in Directing Practice

X. Reminders - Motivating and Reinforcing Tutees

I. CONSIDERATIONS IN PLANNING

1. Schedule time allottments for tutor and tutee.
2. Allow time to train tutors.
3. Set up guidelines for tutor and tutees.
4. Organize materials tutors will use to include immediate feedback.
5. Set up evaluation procedures and/or forms.
6. Orient entire group to advantage of tutoring.
7. Set up tutoring centers in relatively quiet area.
8. Design assignment sheets and familarize tutors with them.
9. Plan feedback sessions.

ASSIGNMENT SHEET

OBJECTIVES	MATERIALS TO USE	DIRECTIONS

ASSIGNMENT SHEET (EXAMPLE)

OBJECTIVE	MATERIALS TO USE	DIRECTIONS
Review number value of 0-10 1 = 1 2 = 11 3 = 111 4 = 1111	box of blocks number of flash cards	the box of blocks is in the back of the room on teacher's desk number flash cards are in John's folder discuss the value of each numeral hold up number flash card and have John count out that number of blocks the correct value is marked on the back of each flash card

ASSIGNMENT SHEET (EXAMPLE)

OBJECTIVES	MATERIALS TO USE	DIRECTIONS
Work on sight recognition and meaning of the following words: reward award interest motivate anxiety	--flash cards --word list with definition of each word	Both the flash cards and the work list are in Mary's folder Use flash cards to practice sight word recognition Discuss meaning of each word Use each word in a sentence

RECORD SHEET

ACTIVITY	NUMBER RIGHT	TASK ACCOMPLISHED

NOTE: Attach completed worksheets

RECORD SHEET (EXAMPLE)

ACTIVITY	NUMBER RIGHT	TASKS ACCOMPLISHED
Vocabulary words	Can name all flash cards Knows the meaning of: reward interest motivate anxiety	--flash cards --review of word meaning --wrote sentence with reward motivate did not have time to use each of the other four words in sentences

RECORD SHEET (EXAMPLE)

ACTIVITY	NUMBER RIGHT	TASKS ACCOMPLISHED
Hold up a number flash card and John counts out that number of blocks	Co[illegible] the right numbe[illegible] of [illegible]ks for [illegible] 6	Numbers 0-6 We did not have time to go past 6

IV. CHARACTERISTICS OF A GOOD TUTOR

A good tutor is one who:

--gets along well with others

--accepts responsibility and follows through

--relates to tutee in a non-threatening manner

--encourages tutee's efforts and activities

--has mastered subject matter to be covered in the tutoring session

--records tutee's behavior

--gives simple easy to follow oral directions

--relates topic of tutoring session to other meaningful information

--organizes the tutoring session into short periods of instruction, practice, review, etc.

--models appropriate behaviors

V. TUTOR RECOMMENDATION

We are offering a tutoring course. Tutors will first complete an intensive training course, then they will tutor other students for _____ minutes daily in _____ skills. This program gives tutors the unique opportunity to help others become successful readers.

Do you recommend _____ as a tutor?

Please rate the student on the following characteristics:
(Circle one)

	Superior	Above Average	Average	Below Average	Very Poor
1. Attendance in class	5	4	3	2	1
2. Attitude about learning new things	5	4	3	2	1
3. Shows initiative with limited supervision	5	4	3	2	1
4. Follows directions	5	4	3	2	1
5. Relates well to others	5	4	3	2	1
6. Accepts responsibility	5	4	3	2	1
7. Completes coursework	5	4	3	2	1

_____

Recommendation Score

_____

Signature of Evaluator

_____

Date

VI. GUIDELINES FOR TUTORS

1. Do not try to handle discipline problems. Call the teacher if they arise.
2. Help the tutee but don't do his work for him.
3. Positively reinforce correct answers.
4. Check your assignment to be sure you understand your task before you begin tutoring.
5. Get out all materials to be used.
6. Turn in written work accomplished during tutoring session.
7. Summarize any oral work.
8. Be sure that records are accurately kept.
9. Avoid socializing during tutoring sessions.
10. Clean up area and replace material used.
11. Call in advance if tardiness or absence is anticipated.
12. Check in and out with teacher each time.
13. Employ non-verbal behavior as an indicator of success/failure.
    i.e. gestures, facial expressions
14. Orient tutee to the objectives of the lesson.

VII. TRAINING SESSION SUGGESTIONS

Topic 1. What peer tutoring is.

Topic 2. How to use various forms necessary for tutoring session.

Topic 3. How to use media involved in tutoring activities.

Topic 4. Behavior management principles - i.e. observation technique reinforcement.

Topic 5. How to conduct a lesson.

Topic 6. Role playing tutoring situations.

Topic 7. Have actual tutoring session observed by teacher and tape-recorded.

VIII. STEPS IN SETTING UP PROGRAMS

I. Selecting Students

A. Types of Students to be considered as tutors

1. Underachiever
2. Student with Poor Attendance Record
3. Diligent student (varied IQs)
4. Well-liked student
5. Shy student
6. Student with Poor Self-Concept
7. Model Students
8. Volunteers

B. Type of Students as Tutees

1. Students without serious emotional problems.
2. Students needing additional practice.
3. Students who have been absent.
4. Students who are not self-directing.
5. Students who are easily distracted.
6. Students who need adaptions of learning task.

C. Matching Tutors and Tutees

1. Students who get along together.
2. Empathetic tutor with relatively withdrawn students.
3. Tutor with strong leadership characteristics for students with on task behavior problems.
4. Tutor with well-developed skills lacking in tutor.
5. Gifted student tutoring younger gifted student.
6. Same sex in 1-1 tutoring situations.
7. Shy tutor with more out-going younger tutee.

IX. POINTS TO REMEMBER IN DIRECTING PRACTICE

1. Review the accomplishments of the previous lesson.

   "Yesterday you studied the consonant blends 'sh, bl, and tr;' tell me a word that begins with each blend."

   "You have been studying about the zero as a place holder. In the numbers 509 and 50, what does the zero do? Tell me another number with zero in it. What does the zero do in it?"

2. Keep each activity as short as possible. Once the student has demonstrated a series of three correct answers move on to next level or activity.

   Ex. 4 + 3 = 7
   4 + _ = 7
   _ + 3 = 7

   Ex. Gary and Donna were/was going to the store.
   Milli and I were/was at home.
   Paul and Joni were/was going to the movie.

3. Limit each activity to a meaningful unit. Counting by 2 insures that your numbers are all even.

   Here are situations in which the 'e' is silent.

   What are the environmental conditions under which animals hibernate?

4. Provide several different ways to practice newly learned material.

   Why don't animals in the tropics hibernate?

   What are the food requirements of hibernating animals?

   Roll the dice and state whether or not the number that comes up is even.

   Play a game in which the only forward moves are when the player rolls an even number.

5. Provide for delayed recall.

   This afternoon there will be an opportunity for you to give me some more even numbers.

   Before lunch I want you to think of three words with short "e."

6. Let the student know whether or not each practice response is correct as you go along.

   Check each answer on the work sheet before you go to the next one.

   I will give you a red token for every correct answer.

X. REMINDERS - MOTIVATING AND REINFORCING TUTEES

1. Remind the tutee of his program during the last session.

2. State the goals for this session in small steps.

3. Remember to give positive feedback when the tutee gives a correct response.

4. Involve the tutee in setting the pace for each session. For instance, he may want to do more work than planned or do it in a different way for part of the time.

5. Plan a special event when a unit goal is reached. Discuss with teacher and then tutee.

6. Show the tutee that you care that he learns by being helpful rather than judgmental.

APPENDIX C

Evaluation of Tutoring Program

I. Tutee Questionnaire

II. Tutor Questionnaire

III. Teacher Questionnaire

IV. Parent Questionnaire

V. Student Performance Summary

Tutee. Questionnaire

Name_____Date_____

Class_____

1. Has tutoring helped you learn?_____yes_____no

2. Do you like being tutored?_____yes_____no

3. What do you like most about tutoring?

4. What do you like least about tutoring?

5. How do you rate these tutoring activities?

	Good	Bad	Indifferent
Drill with flash cards.	☐	☐	☐
Reading to tutor.	☐	☐	☐
Workbook exercises.	☐	☐	☐
Explaining lessons.	☐	☐	☐
Educational Games	☐	☐	☐
Working on project.	☐	☐	☐
Reviewing for test.	☐	☐	☐

6. What suggestions do you have to improve this tutoring program?

Tutor Questionnaire

Name_____Date_____

Class_____

1. Have you liked being a tutor?_____yes_____no

2. Do you feel you have helped students learn?_____yes_____no

3. What do you like most about being a tutor?

4. What do you like least about being a tutor?

5. How do you rate these parts of the program?

	Good	Bad	Indifferent
Drill with flash cards.	☐	☐	☐
Reading to tutor.	☐	☐	☐
Workbook exercises.	☐	☐	☐
Explaining lessons.	☐	☐	☐
Educational Games	☐	☐	☐
Working on project.	☐	☐	☐
Reviewing for test.	☐	☐	☐

6. Do you feel that tutoring has helped you in other course work?
_____yes_____no

7. What suggestions do you have to improve this tutoring program?

Regular Classroom Teacher/Tutoring Questionnaire

Name_____Date_____

Class_____

1. Do you think this tutoring program has definitely improved the student's ability to _____?_____yes_____no

2. What is the thing you like most about this tutoring program?

3. What is the thing you like least about this tutoring program?

4. How do you rate these parts of the program?

	Excellent	Adequate	Poor
Information about the tutoring program.	☐	☐	☐
Time during the day student is tutored.	☐	☐	☐
Information about student progress.	☐	☐	☐

5. What suggestions do you have to improve this tutoring program?

Parents/Guardians--Tutoring Questionnaire

Name_____Date_____

Student_____

1. Do you think this tutoring program has definitely improved _____'s ability to_____?

_____yes_____no

2. What is the thing you like most about the tutoring program?

3. What is the thing you like least about the tutoring program?

4. How do you rate these parts of the tutoring program?

	Excellent	Adequate	Poor
Initial information about the tutoring program.	☐	☐	☐
Information about student Progress.	☐	☐	☐

5. What suggestions do you have to improve this tutoring program?

STUDENT PERFORMANCE SUMMARY

Pretest				Posttest		
Student	Correct	Errors	Percent Correct	Correct	Errors	Percent Correct
		Average Percent			Average Percent	